



Pupil Premium Strategy Statement 2021/22

School Vision

The culture and ethos at Peel Common Junior School is positively built around the notion of every child being entitled to:

- Access to suitable, high quality provision, which meets diverse need and diminishes barriers to participation and engagement.
- Equity of access and onward life chances; those who need something more or something different in order to realise this ambition do receive something more or different.
- A rounded education; each having access to and benefiting from a breadth of experience and cultural capital.
- An education, which includes early intervention and prevention to tackle, diminish or advert potential barriers to success.

The school values are:

- Show kindness and be caring
- Be part of the school community
- Explore and discover the world around us
- Have confidence in ourselves
- Show respect for everyone and everything

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2021/22:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority (Pupil premium plus)

- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order

Service Pupil Premium (SSP)

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £310 for each eligible pupil.

Pupil Premium Strategic Principles

Our building blocks for tackling educational disadvantage; these aspects are monitored and reviewed by the strategy group

Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard

Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners. Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation. Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school. Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects. Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth. Transition processes for disadvantaged pupils are carefully planned and implemented

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase. Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

A Strategy Group, which includes the senior leadership team and a governor, review the effectiveness of strategies at the end of each assessment phase. Self-evaluation is rigorous and honest. The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice. Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils. Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Pupil Premium Strategy Group	
Team member	Role
Headteacher: Zoe Dudley	To distribute pupil premium funding, to ensure that Pupil premium children are at the centre of learning at Peel Common Junior school, to lead the pupil premium strategy group half-termly.
Pupil premium lead: Sammy Giles <u>On maternity leave September 21-May 2022 (Interim PP lead – Zoe Dudley)</u>	To ensure that all disadvantaged children make good progress from their starting points, that they stay on track to achieve their projected grades and that teachers are held to account for the quality first teaching of all disadvantaged children.

Cohort Profile of Disadvantaged Pupils 2021 – 2022 (Does not include Service pupils)			
Year Group	Number and % of disadvantaged pupils eligible for PP without SEN	Number and % of disadvantaged pupils on SEN register	Number and % of service children
Year 3	7 – 3.8%	1 – 0.5%	8 – 4.4%
Year 4	1 – 0.5%	2 – 1.1%	14 – 7.7%
Year 5	5 – 2.7%	5 – 2.7%	7 – 3.8%
Year 6	10 – 5%	4 – 2.2%	13 – 7.1%
SENco: Sarah Alden		To ensure that all disadvantaged children make good progress from their starting points, that they stay on track to achieve their projected grades and that teachers are held to account for the quality first teaching of all disadvantaged children.	
Pupil premium governor : Bonnie Byrse		To hold the pupil premium lead to account over the distribution of funds for pupil premium children.	
Review Dates for academic year:		October 21, December 21, March 22, May 22, July 22	

Current Profile						
Academic Year	2021/22	Number of Pupils eligible for PP	75 (41.2%)	Breakdown of PP Pupils		
NoR	182	Total PP budget	£61,740	FSM/Ever 6	Service	LAC
Date of Statement	September 2021	Review Date(s)	July 2022	31 – 17%	42 – 23.1%	4 – 2.2%

Summary allocation of funding			
Teaching and Learning			
Funded item / initiative / <i>Research-based evidence</i>	Rationale	Barriers to overcome	Expenditure
LSA cover to release teachers for high quality interventions <i>The EEF guide to the pupil premium (EEF, 2019)</i>	LSA used to cover teachers to run high quality interventions. These interventions include ‘clinics’ and pre-teaches, enabling children’s gaps to be filled.	<ul style="list-style-type: none"> • LSA availability 	
Training and coaching for teaching – ‘Inclusivity for all’. <i>Addressing educational disadvantage in schools and colleges; the Essex way (Marc Rowland, 2021)</i>	<ul style="list-style-type: none"> - Relationships - Classroom culture - Teaching and learning 	<ul style="list-style-type: none"> • Planning time for year team approach and planning 	
Release time for English and Maths Leaders to coach teachers <i>Low Income and Early Cognitive Development in the UK: A report for the Sutton Trust (Waldfoegel & Washbrook, 2010)</i> <i>Improving Literacy in Key Stage 2 : Guidance report (EEF, 2017)</i>	EL/ML to coach teachers, in-line with the catch up curriculum, with a particular focus on disadvantaged pupils and their emerging needs.	<ul style="list-style-type: none"> • Time 	
HIAS English/Maths training for teachers	Training provided for teachers in regards to writing and reading (with a particular focus on boys). The knowledge	<ul style="list-style-type: none"> • Time for teachers to attend course/ 	

<i>Low Income and Early Cognitive Development in the UK: A report for the Sutton Trust (Waldfoegel & Washbrook, 2010)</i>	and resources provided have provided teachers with strategies that ensure that boys (and PP children) are hooked into English through carefully selected texts and tasks. Release time for EL to work with/ support teachers.	implement/ review • Cover for teachers	
PP lead time <i>Addressing educational disadvantage in schools and colleges; the Essex way (Marc Rowland, 2021)</i>	Time for PP lead to effectively support and lead teachers and LSAs supporting PP children. This will provide a strong vision for the school in regards to PP children and how they best be supported in their learning. Pupil Premium reports to be accurate and robust but also responsive to the evidence as it presents itself during the year. Monitoring and pupil progress meetings to inform progress of PP children and to inform strategies.	• Release time from class • Locality of courses • Research/reading time	
HIAS Maths resources and training to use <i>Effective interventions: Evidence4Impact (www.evidence4impact.org.uk)</i>	These cards support teachers in order to identify and fill children's gaps effectively in Maths.	• Teachers trained to use them effectively	
SENCo time	Time to develop applications for ECHPs for 4 PP children. Providing support and coaching for class-based staff. Liaising with outside agencies and parents.		
LSA meetings/ training <i>Addressing educational disadvantage in schools and colleges; the Essex way (Marc Rowland, 2021)</i>	Weekly LSA meetings with SENCo. This enables LSAs to be trained with the up to date research/ resources in order to support children best in class. Within these meetings, PP children are a focussed area where LSAs are held accountable for their added impact towards the teaching and learning of these children.	• LSAs to take accountability for the children in their class • LSAs to be given time to discuss children and	

		strategies with class teachers	
White rose premium resource	To support home learning during the lockdown period. This ensured all children had access to quality maths provision when not attending school. This will continue to be used to support children.	<ul style="list-style-type: none"> • Non-uptake by children/parents • Lack of devices at home that can access internet 	
Third space maths resources	Access to quality maths resources to support teachers with planning and task design.	<ul style="list-style-type: none"> • Implementation and training for teachers 	
			Total expenditure: £30,667
Emotional, social and behavioural support			
Funded item / initiative	Rationale	Barriers to overcome	Expenditure
ELSA <i>Metacognition and Self-regulated Learning: Guidance report (EEF, 2018)</i> <i>Improving Social and Emotional Learning in Primary Schools: Guidance report (EEF, 2020)</i>	PP and Service Children to have precedent in slots with ELSA and counsellor to support with their emotional and mental wellbeing.	<ul style="list-style-type: none"> • Release time for ELSA from class • Training courses for ELSA to attend • Class teachers to be aware of strategies children have been taught from sessions in order to implement in class 	
Home school link worker	Home school link worker to provide support to pupils at risk of social and educational exclusion and their families,	<ul style="list-style-type: none"> • Engagement of parents/carers 	

<i>Drivers of human development: How relationships and context shape learning and development (Osher et al, 2018)</i>	developing strong links between the school, families and other agencies, to improve educational opportunities and future life chances of pupils and to promote a positive attitude towards school.	<ul style="list-style-type: none"> • Availability of outside agencies 	
Forces Club (HMS Pheonix)	Forces club run by an LSA to give Service children an opportunity to share their experiences and their needs. Opportunities to meet visitors and visit places to understand their parents' jobs. To embed a closeness and maintained contact between serving parent and child.	<ul style="list-style-type: none"> • Attendance of children • Time 	
THRIVE/Nurture <i>Metacognition and Self-regulated Learning: Guidance report (EEF, 2018)</i> <i>Improving Social and Emotional Learning in Primary Schools: Guidance report (EEF, 2020)</i>	Supporting 5 children to receive a THRIVE curriculum weekly. Nurture afternoons for children to meet the social, spiritual, emotional and moral needs of these children.	<ul style="list-style-type: none"> • Training for 1:1s • Cost of resources • Time out of class for children 	
Young carers club	Young carers club run half-termly to support the emotional needs of young carers.	<ul style="list-style-type: none"> • 	
		Total expenditure:	£38,081
Enrichment			
Funded item / initiative	Rationale	Barriers to overcome	Expenditure
Music lessons	To offer the children the opportunity to challenge their creativity and excel elsewhere outside of the curriculum.	<ul style="list-style-type: none"> • Engagement of children • Support from home to practise learnt skills 	£70
Educational visits	To widen life experiences by giving opportunities to visit different places and to develop knowledge and understanding of the world.	<ul style="list-style-type: none"> • Availability of trips • Trip uptake by children 	£552

		Total expenditure:	£622
Total Expenditure			£69,370

COVID-19 lockdown phase

LOCKDOWN PHASE 2 – (January 2021 – March 2021)

- Peel Common Junior School was closed to all apart from children of ‘key workers’ or deemed ‘vulnerable’ from start of lockdown in January 2021.
- Home learning; full blended, remote curriculum delivered via the platform ‘Google Classrooms’, lessons used a range of teaching techniques such as live lessons, recorded lessons from the class teachers and the Oak Academy, daily ‘class meets’, feedback on all pieces of work for children provided by teaching teams.
- PP children were offered a weekly live ‘booster session’ with a teacher from their year team. This included pre-teaching and re-capping work and picking up on common misconceptions.
- Weekly phone calls from the inclusion team for vulnerable families.
- Loaned technology, including laptops and internet routers to support remote learning.
- Resources and materials provided to families to support remote learning.
- Children eligible for free school meals were provided with supermarket vouchers.
- Regular ELSA check-ins for children who required this support.

Reintegration March 2021

- Risk assessments for pupils with EHCPs and communication to parents
- Catch up planning for Year 6: Revisit prior learning, challenge pupils to remember and apply, secure levels of fluency and accuracy previously attained.
- Home learning, fluency in reading and mathematics.
- Interventions for PP children to fill gaps and prepare for readiness for next academic year.
- July; transition information: summative assessments, domain analysis and learning behaviours and lengthy transition meetings between current and future class teachers alongside inclusion team.

Recovery curriculum planning – March 2021

- Teachers used diagnostic tools (including NFER tests) to assess children's attainment and gaps in learning. Planning for the Spring and Summer term was then informed in order to fill gaps.
- Working closely with HIAS Maths and English advisors to support all year groups to ensure that planning is accurate for the returning children in
- September (in particular year 3/4 horizontal classes) – EL/ML working with year teams.
- Work with Maths/English and SENCO to support with planning and assessment.
- SENCO making weekly phone calls with parents and preparing remote learning for SEN children.
- Recovery planning; revisit key learning from previous year's curriculum, rapidly close the most vital 'gaps' in knowledge and skills, teach coverage not taught or not taught in sufficient depth.
- Focus on learning behaviours and mental health – planned whole school curriculum delivered around this from PSHE lead
- Interventions – targeted around filling gaps in order to 'catch up and keep up'
- Catch up phonics and reading groups for year 3 and 4.
- Teachers used baseline tests to assess pupils' starting points and plan according to these.

School Improvement Plan 2021/22 priorities for disadvantaged pupils *(Extracts from SIP that directly impact on PP outcomes – use school headings; leadership / quality of education / outcomes)*

Objectives	Success criteria	Actions / professional development	Monitoring	Evaluation
Ensure the gaps between disadvantaged and non-disadvantaged children close.	End of year data shows that the gap between disadvantaged and non-disadvantaged children is closing. Disadvantaged children are known to the class teachers and they are targeted to receive quality teaching/interventions etc so that they are	<ul style="list-style-type: none"> • PP trackers are completed by all teachers before October, teachers have a good understanding of the different PP needs and how best they can address these needs. • PP champions are in place in each year group (Autumn term 2021). • All teachers are held accountable for the good or better progress of the disadvantaged children in their class. (Pupil progress mtgs half termly) • PP leader tracks the progress of all disadvantaged children and discusses with class teacher those who are not making the required progress. Follow up mtgs are arranged. 	Trackers are assessed termly and data is collected after each data drop. Pupil progress mtgs focusses specifically on disadvantaged children. Pupil interviews are held termly.	

	able to make good or better progress. Teachers have a greater understanding of the different needs of PP children and they have developed a greater understanding of how to address these needs. They are aware of where to go to receive support for these children too. They are aware that they need to enable accelerated progress for PP children from all of their starting points.	<ul style="list-style-type: none"> • PP leader tracks those children who are PP and SEN, discussing with class teacher and SENCO whether other interventions are required. Follow up mtgs are arranged. • PP leader and SENCO analyse the success of specific interventions and assess whether there is a need to provide further support/more specific interventions. • PP strategy group developed to raise the profile of disadvantaged children in the school (SLT, teachers and Gobs included) 	PP Gov meets half termly with PP leader to review and challenge.	
Extra curricular provision is developed for PP children.	Disadvantaged children attend extra curricular clubs and activities more regularly and in higher numbers.	<ul style="list-style-type: none"> • Allocation of club places to favour disadvantaged children. • Pupil Premium champions to feed back extra curricular interests of PP children so that clubs and activities can be catered for them e.g IDPE Multi skills club. • PP lead to look at extra curricular provision and encourage clubs to run which meet the interstes and needs 		
Strategic developments 2021 -2023 (This can outline developments to strengthen the quality of education for disadvantaged pupils)				
<ul style="list-style-type: none"> • Post Covid-19; maintain a relentless focus on raising achievement for disadvantaged children specifically by improving children's language, reading and fluency in maths. • Ensure best possible outcomes for disadvantaged children through accelerated progress 				

- Through targeted teaching and acceleration of progress where needed, the gap between disadvantaged and non-disadvantaged children is reduced.
- Continue to embed leadership at all levels. In particular:

Strengthen the capacity of the governing body so that specific elements of school improvement priorities are effectively monitored.

- Subject leaders: demonstrate how deep and rich learning is progressively built through key stages and how evaluation has been used to further strengthen the wider curriculum and ensure assessment in the wider curriculum is used purposefully to support and challenge all pupil groups to secure and deepen learning.

- The Senior Leadership team (ZD, HMW, RR & SG) provide challenge and support in developing teaching and learning.

- The Inclusion team and PPL evidence the impact of time-scaled class-based interventions that have accelerated the progress of targeted disadvantaged pupils and pupils with SEND. They support and hold teachers to account for securing the strong progress of disadvantaged pupils and those with SEND through class-based interventions.

- Ensure that confidence grows in parents and attendance is at least in line with national average.
- Forensic analysis and precise teaching enable all pupils to develop fluency, independence and resilience to achieve EoY targets.
- Teaching is consistently good when monitored, across the whole school.
- Targeted teaching is effective where some children need to catch up. Assessment of different groups of children (e.g. PP, Non EHCP SEND, Boys...) show that they are making good progress in line with National data.
- Teaching overview, learning walks, pupil conferencing.
- Diminish the gaps between Pupil Premium (PP) and Non- PP groups across the whole school.
- The gap decreases across the two groups and is consistent across the whole school in line with national.
- Group gap analysis summary data at termly data drops.

Attainment KS2 (2020) Disadvantaged Pupils (PP / PP non SEN / PP & SEN)

There were no statutory assessments in summer 2021 due to COVID-19 pandemic. Teacher assessments were used in transition so that new teachers could effectively plan recovery curriculum plans. These were based on likely attainment based on March assessments prior to school closure / lockdown.

Percentage reaching expected standard	PP Outcomes	Non-PP Outcomes	Gap	National Average	Non-PP National Average
Reading, Writing & Mathematics combined	50%	69%	-19%	65%	71%
Reading	59%	80%	-21%	73%	
Writing	59%	76%	-17%	78%	
Mathematics	59%	76%	-17%	79%	

The impact of last year's pupil premium priorities and outcomes

Teaching and learning

To ensure the gaps between disadvantaged and non-disadvantaged children close.

- PP lead continued to share the strategy document with all stakeholders, half-termly strategy group meetings with CTs were held alongside pupil conferencing with PP children. This held CTs accountable for the progress of PP children and their identified needs. CTs are able to talk confidently about their PP children and their emerging needs. All PP children received additional strategies to support their emerging needs. Strategies were shared between PP lead and CTs in order to best promote good outcomes for PP children, raising the understanding of and the profile of PP in our school.
- There is high academic ambition for all pupils – the school does not offer a disadvantaged pupils or pupils with SEND a reduced curriculum ensuring that there is curriculum equity for all pupils.
- Each year group had intervention programmes in place to support and accelerate the progress of PP children, including English, Maths and reading. This has been closely monitored by the SLT team, which has ensured that interventions are timely and appropriate to meet the needs of the PP learners.
- Pupil progress meetings had a focus on PP children and their progress. This held teachers accountable and progress was monitored, ensuring that teachers had a good understanding of their PP learners and planned to build on their individual needs.

- For the academic year 2019-2020, the y6 cohort gap between disadvantaged and non-disadvantaged pupils was -19%, however in the academic year 2020-2021, the gap was -5%, showing a difference of 14%.

Those with SEND needs are assessed early and have timely intervention:

- New assessment procedures are currently being developed by the SENCO to be used to support CTs. The desired impact of this will be to ensure accurate assessment of these learners and appropriate measures put in place to support.
- SEMH assessments have been carried out in a timely manner and interventions and support put in place to meet the needs of these pupils. The impact this had has is that children have had support and strategies put in place in order to support their needs. More of these children have been working successfully within the classroom.

Emotional, social and behavioural support

Those with SEND needs are assessed early and have timely intervention:

- Beginning to meet target – more development by SENCo and SLT team needed.
- New assessment procedures are currently being developed to be used to support CTs.
- SEMH assessments are being carried out in a timely manner and interventions and support put in place to meet the needs of these pupils.

Children access regular and timely pastoral support:

- There has been no nurture provision due to COVID, resulting in children being unable to access this provision. Nurture/ thrive to be re-established September 21.
- Art club has run once per week as an 'informal' nurture/thrive provision, which has met the needs of many PP children.
- ELSA provision has been run on a programme and a 'needs lead' way. This has enabled many service and disadvantaged pupils to access timely and regular pastoral support.
- Young carers club has supported the pastoral needs of PP young carers.
- Forces club is run by an ELSA trained LSA where informal ELSA support is taken up meaning children are ready to learn in class.

Enrichment

- Every disadvantaged pupil has had access to at least one healthy after-school activity each week, giving them an additional opportunity to engage with an active lifestyle.
- All disadvantaged children benefit from school residential with supported funding, meaning that they are able to enjoy these experiences with their peers.
- Leaders make sure disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life. This has enabled disadvantaged children to access the full and wide curriculum.

- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Leaders understand the local culture and purposely choose activities and themes for books and assemblies to broaden horizons. This ensures ALL pupils have access to high quality texts.
- Pupils have had the opportunity to experience extra music tuition.

The impact of service premium for 2020/21 academic year

- Weekly lunch club (HMS Phoenix) has enabled children to feel part of a community within the school, with children that also have parents within the forces. Children have reported enjoying the club and that their family situation is understood and celebrated.
- Weekly phone calls made by CTs during the lockdown period, with a number of service children attending school due to parents being 'key workers'. Additional support also offered over the summer holidays as required.
- Home School Link Worker; home school link program to support when parents at sea as additional support for families.
- Attendance at network meetings for the local area with regards to service children.
- Throughout the year, there have also been opportunities for pastoral support for the service children that have shown a need for this and after liaising with class teachers and ELSA support staff – meeting the emerging needs of these children.

Priorities for service premium – academic year 21/22	Evaluation
<ul style="list-style-type: none"> • To develop an induction scheme for service children that join our school. • To identify service children whom need additional support to reach the next milestone (GD). • To identify children who have SEMH/ELSA needs and to work closely with ELSA and class teachers. • To consider parental views on being part of both a service community and our school community and their emerging needs. • To seek additional sources of support/ funding from the services community. • Pupils in receipt of service premium are included in the actions/support as outlined in the actions in the above sections. 	

